

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter represents the review on related literature and studied in regard to the study which is about teaching method and classroom activities. This will also present an in-depth understanding of the research which covers theoretical framework and related literature for better comprehension of the study.

2.1 Speaking skill

Encouraging students to speak foreign language takes more effort than making them understand about grammar and semantic rules. Learners are required to observe how native speakers use the language in a context of structured interpersonal exchange, and it may involve many factors. However, speaking is used for different purposes in which each purpose involves different skill as well. Richards and Renandya (2002) mentioned that each different purpose designates knowledge of the rules in using the language and how spoken language reflects the situation, as well as the role of participants, were involved in.

In proportion to Thornbury (2002), there are at least 3 stages when a speaker tries to produce language verbally, which are; *conceptualization*, *formulation*, and *articulation*. Conceptualization is the phase where the speakers put together discourse type (what context and in what manner it should be conveyed), the topic, the purpose. Afterward, it is followed by the formulation, where the idea formed during

formulation is mapped out better and is ready to be projected. This includes the making of strategic choices such as the discourse, syntax, and vocabulary. When the speaker picks up his turn to speak then the formulated utterance is projected through articulation. In articulation, the speaker uses the organs to produce sounds, while having control over speed, pitch, tempo, pauses and other variants that affect communication. In addition to these three stages, the speaker is also inclined to 'self-monitor', which in brief means to keep track of how the speech is projected and contributing to the goal. It includes actions such as slowing down, re-phrasing and pausing.

2.2 Elements of Speaking

Harmer (2007) stated that the ability to speak fluently is not only determined by the knowledge of language features but also the ability to process the language and the use of language itself. The elements of languages are stated as follow:

(1) Language Features

a. Connected Speech

The effective English speakers are not only able to produce individual phoneme, but also connected speech. In connected speech, sounds are modified (assimilation), omitted (elision), added (linking) or weakened (through contraction or stress patterning)

b. Expressive Devices

These devices include pitch, stress, and vary volumes and speed. These contribute to developing the ability of speakers to convey meaning. Extra expressions and emotions can make them fully effective communicators.

c. Lexis and Grammar

The use of several common lexical phrases determines a spontaneous speech. However, the teacher must provide the learners with a variety of phrases such as agreeing or disagreeing, expressing surprise, shock or approval.

d. Negotiation Language

Negotiatory language is used by the speakers to seek clarification and to demonstrate the structure that speaker's saying.

(2) Mental/ Social Processing

a. Language Processing

Effective speakers must be able to process the language in their thought and put it into the coherent arrangement, so it will not only result in a comprehensible language but also will bring the intended meaning.

b. Interacting with others

Most of the speaking involves interaction with one or more participants. This allows the speakers to listen and understand how other speakers are feeling and gain the knowledge of how linguistically to take turns.

c. (on-the-spot) Information Processing

The speakers are expected to process the information that addressed by other speakers as soon as they get it. The longer information is processed, the less effective communicators are recognized.

2.3 Teaching Method

Edward Anthony in Richards and Rodgers (1999) highlighted there are three levels of conceptualization and organization which are known as approach, method, and technique.

“An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. Method is an overall plan for the orderly presentation of language materials, no parts of which contradicts and all of which is based upon the selected approach. An approach is axiomatic while method is procedural. A technique is implementational which takes place in a classroom. It's a trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with method and in harmony with an approach as well”

Referring on Liu & Shi in Westwood (2008), a method is symbolized by the principles, procedures or strategies that implemented by the teacher to achieve certain learning objectives. Based on Harmer (2007), a method is described as the practical realization of approach and it involves types of the activities, the role of teacher and learners, teaching materials, and some models of syllabus organization. However, Larsen-freeman (2008) stated that method is decontextualized and its implementation is going to be affected by the teacher's and students' background, their expectation of appropriate social roles, instructional constraints, and the demands, and the factors connected within the sociocultural context where the instruction takes place. Patel &

Jain (2008) confirmed that method is the process of planning, selection, grading language materials and item, the technique of teaching. W.F Mackey in Patel & Jain (2008) stated that method covers four things: selection of language materials, the gradation of language materials, the technique of presentation and practice by people. In conclusion, the method always involves techniques and realization of activities in teaching and learning process. In language teaching, choosing the appropriate method for the students will determine the success of the teaching and learning process.

2.4 Types of Teaching Method

Talking about teaching method, there are some teaching methods used to teach English as a foreign language. As stated on Freeman (2008), there are 11 types of teaching methods, and they are described as follows:

1. Grammar Translation Method

Grammar Translation Method or Classical Method is used for the purpose to appreciate foreign language literature and it aims to make students more familiar with the foreign language in form of written literature in the target language. Patel & Jain (2008) explained that the students first study about the part of speech and syntax in detail, and then they compare English and mother tongue side by side. As stated in Freeman (2008), Grammar translation method has some characteristics during the teaching and learning process, and they are stated as below:

- a. Students are taught to translate from one language to another language.
- b. Students study grammar deductively.
- c. Students learn grammatical paradigms such as verb conjugation.
- d. Students memorize native-language equivalents for target-language vocabulary words.

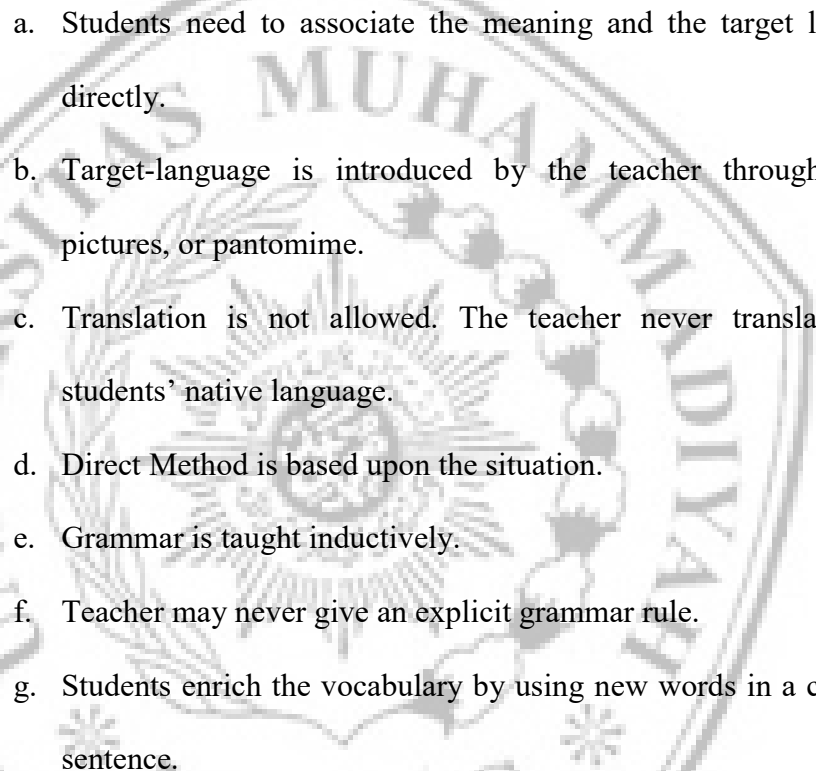
In addition, there are some useful techniques that associate with Grammar Translation Method. It mentions as follows:

- a. Translation of a literary passage
- b. Reading comprehension questions
- c. Antonyms/ Synonyms
- d. Cognates
- e. Deductive application of rule
- f. Fill-in-the-blanks
- g. Memorization
- h. Use words in sentences
- i. Composition

2. Direct Method

Direct Method is reviewed as a method in which foreign language is used to communicate. Referring to Diller in Freeman (2008), Direct Method acquires the

name from the fact that meaning is conveyed directly in the target of language through maximizing the visual aids with no help from students' native language. Besides, Freeman (2008) described some characteristics of Direct Method, and they are stated as follows:

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- a. Students need to associate the meaning and the target language directly.
 - b. Target-language is introduced by the teacher through realia, pictures, or pantomime.
 - c. Translation is not allowed. The teacher never translates into students' native language.
 - d. Direct Method is based upon the situation.
 - e. Grammar is taught inductively.
 - f. Teacher may never give an explicit grammar rule.
 - g. Students enrich the vocabulary by using new words in a complete sentence.

Implementing the Direct Method may involve some techniques as mentioned by Freeman (2008). The techniques are:

- a. Reading aloud
- b. Question and answer exercise
- c. Getting students self-correct

- d. Conversation practice
- e. Fill-in-the-bank exercises
- f. Dictation
- g. Map drawing
- h. Paragraph writing

3. Audio-Lingual Method

Referring to Norland & Said (2006), it is essential for the students to correctly mimicking the teacher or to repeat the phrase until it's correct. However, Audio-lingual Method drills the students in the use of grammatical sentence patterns. Referring to Freeman (2008), students acquire the sentence patterns of target language through conditioning which requires the students to respond correctly through shaping and reinforcement. The objective of using this method is to enable students to use the target language communicatively. Audio-lingual Method has some characteristics, and they are explained as follows:

- a. Students are introduced to the new vocabulary and sentence patterns through dialogs.
- b. Dialogs are learned through imitation and repetition.
- c. Drilling is presented based upon the pattern appears in the dialogs.
- d. Students' successful responses are positively reinforced.
- e. Grammar is brought from the example given.

- f. Students reading and written work is based on the oral work that they did before.

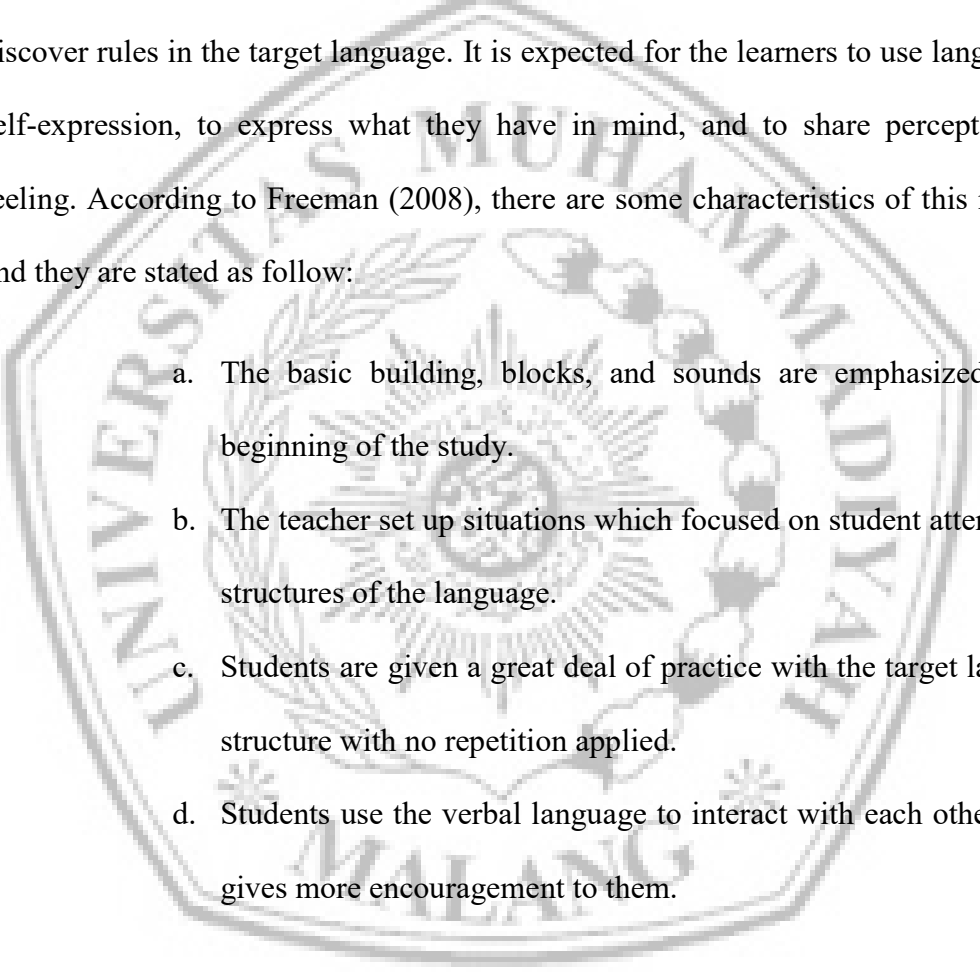
Furthermore, here are the possible techniques that can be implemented in Audio-lingual Method:

- a. Dialog Memorization
- b. Backward build-up (expansion) drill
- c. Repetition drill
- d. Chain drill
- e. Single-slot substitution drill
- f. Multiple-slot substitution drill
- g. Transformation drill
- h. Question-and-answer drill
- i. Use of minimal pairs
- j. Complete the dialog
- k. Grammar game

4. Silent Way

Referring to Gattegno in Freeman (2008), his silent way theory does not stem directly from the cognitive approach. It shares some principles with it such as “teaching should be subordinated to learning”. It gives the conclusion that teaching means to serve the learning process rather than to dominate it. Gattegno (2008) also

concluded that learning is a process that initiated by ourselves by mobilizing the inner resources (perception, awareness, cognition, imagination, intuition, creativity, etc). As stated by Chomsky in Freeman (2008), the cognitive approach enables learners to be responsible for their own learning and engaged in formulating a hypothesis to discover rules in the target language. It is expected for the learners to use language as self-expression, to express what they have in mind, and to share perception and feeling. According to Freeman (2008), there are some characteristics of this method, and they are stated as follow:

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- a. The basic building, blocks, and sounds are emphasized at the beginning of the study.
 - b. The teacher set up situations which focused on student attention on structures of the language.
 - c. Students are given a great deal of practice with the target language structure with no repetition applied.
 - d. Students use the verbal language to interact with each other and it gives more encouragement to them.

Denoting from Freeman (2008), these are some references to the activities used in Silent Way:

- a. Sound-color chart
- b. Teacher's silence

- c. Peer correction
- d. Rods
- e. Self-collection gesture
- f. Word chart
- g. Fidel chart
- h. Structured feedback

5. Desuggestopedia

Murcia in Freeman (2008) confirmed that desuggestopedia and Community Language Learning are an affective-human approach which mostly involves students' feeling. Furthermore, Freeman (2008) stated that this method requires the teacher to tap the students' mental power by 'dessuggesting' the psychological barriers and put them into a certain situation which allows them to use the technique in activating their paraconscious mind. Desuggestopedia has some highlighted characteristics as below:

- a. The classroom must be bright and cheerful. Changing the posters inside of the class may stimulate students' novelty.
- b. Students select target language names and choose a new occupation.
- c. Lengthy dialog is employed (as many as 800 words)
- d. The dialog is presented in two concerts by the teacher, and they comprise the first major phase.

- e. In second major phase, students are engaged in various activities to gain more knowledge about the new materials.

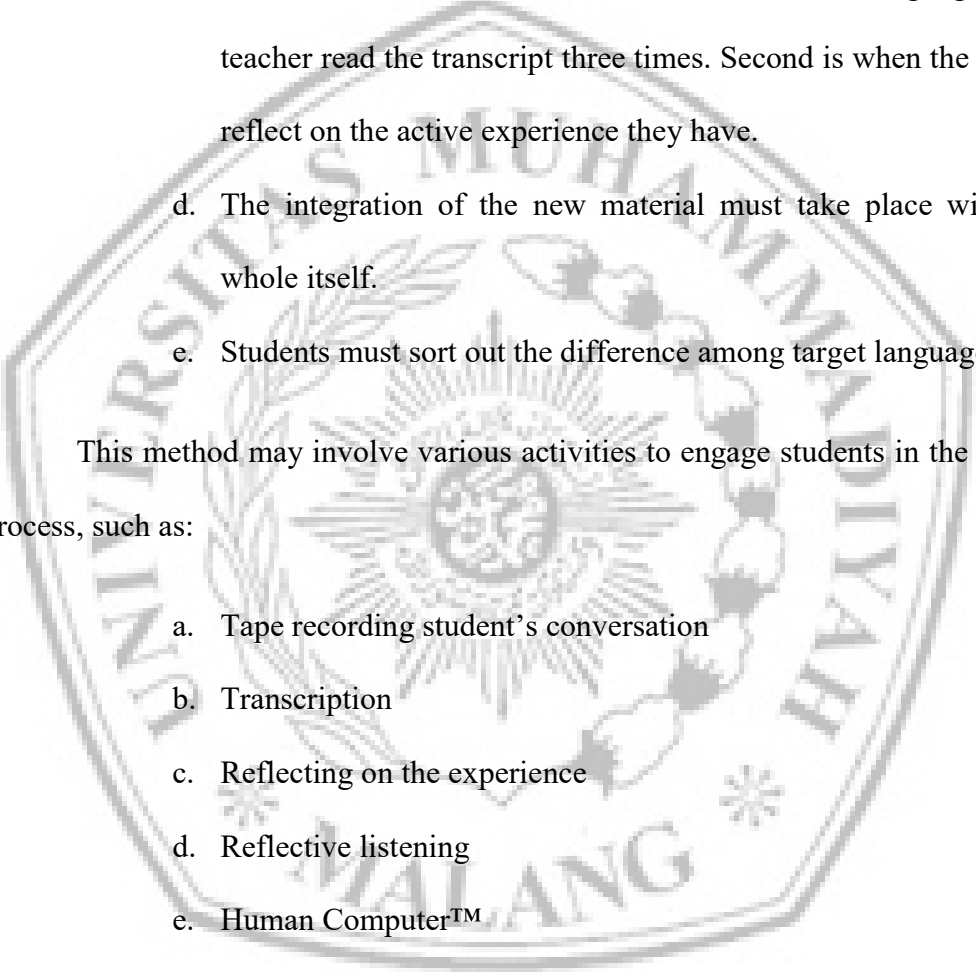
These are the activities used in desuggestopedia method:

- a. Positive suggestion
- b. Role Play
- c. Choose new identity
- d. Peripheral learning
- e. Creative adaptation
- f. Primary activation
- g. First concert and Second Concert

6. Community Language Learning

As stated on Freeman (2008), Community Language Learning requires the teacher to understand the learners as a 'whole person' which means the teacher is not only paying attention to students' intellect but also on students' feeling, physical reactions, instinctive reactions and desire to learn. This method has some principles to be implemented, such as:

- a. Students should be given an opportunity to assert themselves, to be proactively involved, and participate themselves in the learning process.

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- b. The teacher must narrow the scope of attention to make the students put their attention during the learning process.
 - c. Students employ reflection which happens two times. The first reflection is when the students reflect on the language as the teacher read the transcript three times. Second is when the students reflect on the active experience they have.
 - d. The integration of the new material must take place within the whole itself.
 - e. Students must sort out the difference among target language forms.

This method may involve various activities to engage students in the learning process, such as:

- a. Tape recording student's conversation
- b. Transcription
- c. Reflecting on the experience
- d. Reflective listening
- e. Human Computer™
- f. Small group task

7. Total Physical Response

James Arsher in Freeman (2008) reasoned that following the direction uttered by the instructor is the fast and least stressful to comprehend any target language

uttered by the instructor is the best way to comprehend any target language. Since the comprehension approach is employed in TPR, it requires the students to pay more attention to their listening skill. Here are the characteristics of TPR:

- a. Modeling; the instructor releases commands to few students and perform an action with them.
- b. Demonstrate; the same students will demonstrate the command given to check their understanding.
- c. Students will learn to read and write once they have learned to respond the commands.
- d. Students must be the ones who issue the command once they are ready to speak.

According to Freeman (2007), here are the activities that are used by Total Physical Response:

- a. Using command to direct the behavior
- b. Role reversal
- c. Action sequence

8. Communicative language teaching

Referring on Freeman (2008), Communicative Approach is applied through Communicative Language Teaching (CLT) which addresses the communicative competence as the goal in language teaching and interdependence of language and

communication. The characteristics of Communicative Language Teaching involve the following principles:

- a. All activities are done with a communicative intent.
- b. An information gap may occur since one student exchanges something that she/ he knows while others do not.
- c. The speaker has right to what she will say and how she will say.
- d. The material is considered authentic since the students may develop the strategy of their learning process.
- e. CLT is normally carried out by the students in a small group.
- f. A true communication is purposeful.

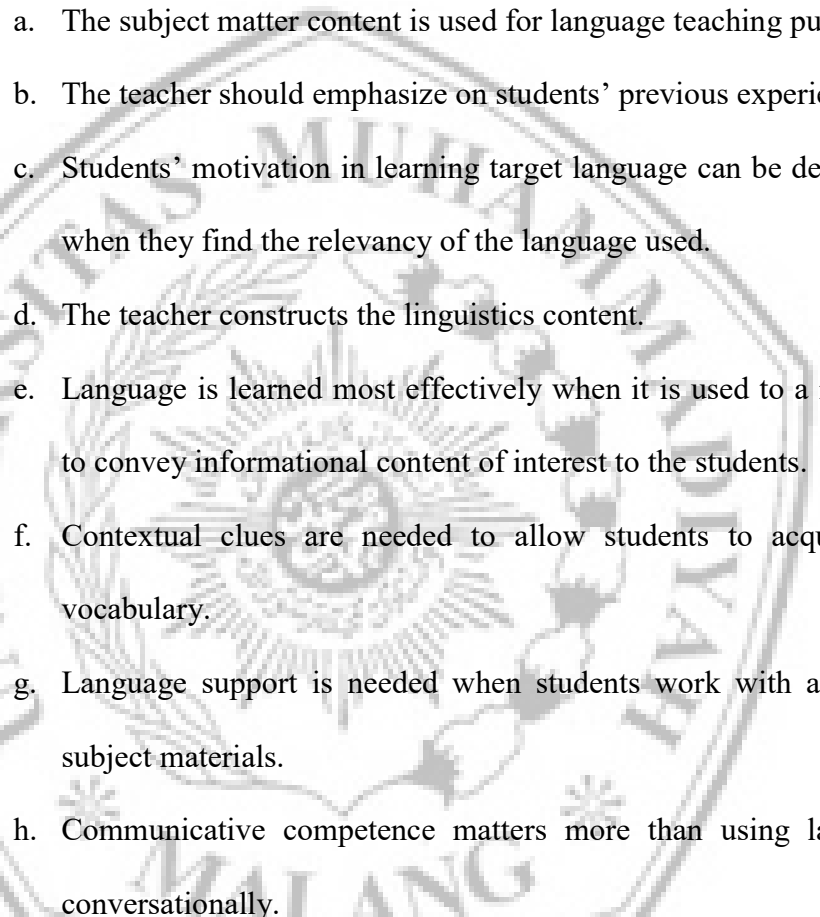
Hereby, Freeman (2008) stated the possible activities in Communicative Language Teaching (CLT).

- a. Scramble sentences
- b. Language games
- c. Picture strip story
- d. Role play

9. Content-based, Task-based, and Participatory approach

Content-based instruction contributes in integrating the learning of language with the learning of some other content, including academic subject matter. The content must be relevant to the profession or the academic discipline. It shows that

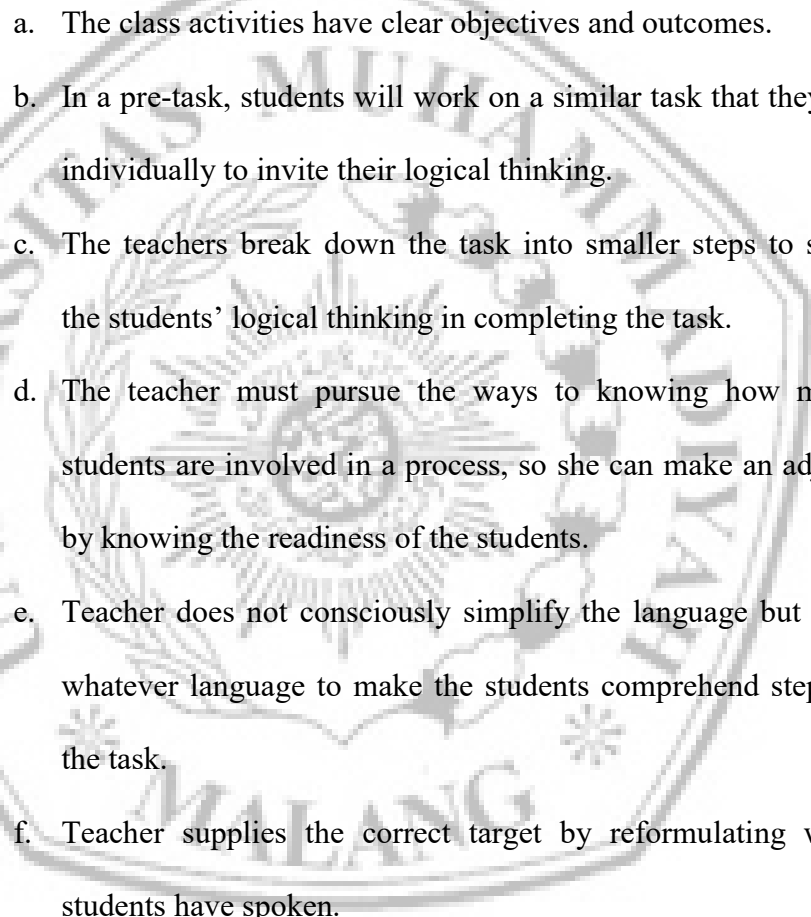
the language course employed by airline pilots is different from language course of computer scientists. Here are the principles that were identified in Content-based instruction:

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- A large, faint watermark of the University of Malaya seal is visible in the background of the list. The seal is circular with a five-pointed star in the center, surrounded by the text 'UNIVERSITY OF MALAYA' and 'MALANG' at the bottom.
- a. The subject matter content is used for language teaching purposes.
 - b. The teacher should emphasize on students' previous experience.
 - c. Students' motivation in learning target language can be developed when they find the relevancy of the language used.
 - d. The teacher constructs the linguistics content.
 - e. Language is learned most effectively when it is used to a medium to convey informational content of interest to the students.
 - f. Contextual clues are needed to allow students to acquire the vocabulary.
 - g. Language support is needed when students work with authentic subject materials.
 - h. Communicative competence matters more than using language conversationally.

The activities in Content-based instruction cover Language Experience Approach for reading, process writing, and journal keeping.

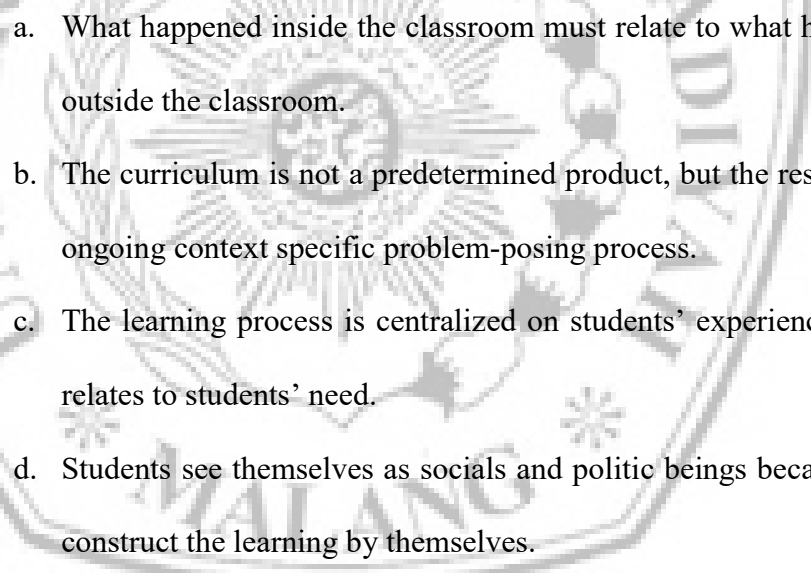
The task-based approach aims to provide learners with the natural context of using a language. The learners are expected to get abundant opportunities to interact

during the time they accomplish the task. Based on Candlin and Murphy in Freeman (2008), this method allows the learner to explore their existing knowledge and to hold new knowledge through the task presented in a form of problem-solving. The principles encountered in this method are stated as follow:

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- a. The class activities have clear objectives and outcomes.
 - b. In a pre-task, students will work on a similar task that they will do individually to invite their logical thinking.
 - c. The teachers break down the task into smaller steps to stimulate the students' logical thinking in completing the task.
 - d. The teacher must pursue the ways to knowing how much the students are involved in a process, so she can make an adjustment by knowing the readiness of the students.
 - e. Teacher does not consciously simplify the language but she uses whatever language to make the students comprehend steps inside the task.
 - f. Teacher supplies the correct target by reformulating what the students have spoken.
 - g. Feedback is essential for the students to see the level of their success in completing the task.
 - h. Students are invited to give input in designing the task and deciding how they carry out the task.

Having students actively involved in a project work will help them to bridge the gap between language study and language use. Therefore, the appropriate activity in this method is those which in form of project work.

Freire in Freeman (2008) stated that Participatory approach is more likely to Content-based Approach, but the only difference lies in the nature of the content. The content-based approach uses subject matters text whereas Participatory Approach uses content that is based on the issues of concern to students. The principles of participatory approach are mentioned as follows:

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- a. What happened inside the classroom must relate to what happened outside the classroom.
 - b. The curriculum is not a predetermined product, but the result of an ongoing context specific problem-posing process.
 - c. The learning process is centralized on students' experience which relates to students' need.
 - d. Students see themselves as social and political beings because they construct the learning by themselves.
 - e. Focus on linguistics form occurs within a focus on content.
 - f. Participatory approach allows students to evaluate their learning and direct themselves to it.

When the teachers want to decide which method that they will use, they must consider some factors that might affect the effectiveness of their teaching methods such as culture, students' current English ability, and classroom situation. The teachers cannot randomly choose the method based on their perspective without having evidence of why they want to implement such a method. Thus, observing the class before starting the teaching process is very critical. However, Harmer (2007) highlight that what really matters for teachers who want to grow and develop as they teach is that practice should be evaluated constantly, so they can see if the method is working and why or why no.

